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CBSE 7201T

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**Assignment #4**

**Annotated Bibliography**

***Article 1:*** *“Assisted Reading: A Flexible Approach to L2 Reading Fluency Building” by Taguchi, Melhem, and Kawaguchi.*

In this paper, the authors emphasize the importance of assisted reading and propose it [Assisted Reading] as a flexible method for developing reading fluency for L2 readers of varying levels of reading proficiency. Based on the results of their study, Assisted Reading  provides L2 readers with powerful scaffolding which empowers students to increasingly read faster and comprehend better.

In this paper, it is also discussed why reading fluency is critical in reading; provided a brief overview of methods for developing reading fluency; and finally suggest Assisted Reading as a flexible and promising approach.

Its results show that for L1 (level 1) and L2 (level 2) readers, it takes a great amount of time and effort to develop fluency in reading, as L2 readers often lack the sufficient reading input needed to develop their fluency (Taguchi, Melhem, and Kawaguchi, 2016). Due to underdeveloped fluency, these readers simply do not read much. This limits opportunities to develop necessary reading skills, potentially preventing them from ever becoming good readers in their lifetime. In contrast, readers with well-developed fluency are willing to read often, which leads to reading skills acquisition and good comprehension.

***Article 2:*** *“Effects of Assisted-Repeated Reading on Students of Varying Reading Ability: A Single-Subject Experimental Research Study” by Hapstak and Tracey.*

In this study, the authors examined the effects of assisted-repeated reading on four first grade students whose reading ability varied (a special education student, a non-classified poor reader, an English Language Learner (ELL) student, and a general education student) to determine if an assisted repeated reading intervention is differentially effective for students of differing academic profiles. The students engaged in assisted-repeated reading two times a week for eight weeks. Each session lasted up to 15 minutes. A baseline was established for each student prior to the start of the intervention. Subsequently, initial and final readings were recorded at each session. The findings of this study support a positive relationship between assisted-repeated reading and improved reading fluency, with the greatest gains made by those students whose reading difficulty stemmed from a decoding deficiency— the special education student and the non-classified poor reader.

The method used in this study was single-subject experimental research. This type of research establishes the effects of an intervention on a single subject, rather than averaging a group of subjects' scores. Single-subject research provides a personalized evaluation of data. The present study was created to extend the results of previous studies on repeated reading by comparing students in the same grade level but of varying reading abilities through the use of a single-subject experimental design.

***Article 3:*** *“Assisted Reading - A Bridge from Fluency to Comprehension” by Rasinski and Young.*

In this article, the authors stress the idea that students do not instantly become fluent readers and that fluency requires a process of practice, but a certain kind of process of practice. As in most learning endeavors, one must first see (and hear) what is expected of him/her; then the learner must practice the task under the guidance of a teacher or coach; finally, with sufficient practice, the learner is able to perform the task independently and proficiently on his/her own. This learning process has been called the gradual release of responsibility (Rasinski & Young, 2014). They [authors] say, “The critical part of the gradual release of responsibility is the middle portion where the teacher assists the learner in sharing responsibility for performing the task. In reading fluency this is assisted reading”.

In this article, the authors shared some proven ways (such as paired reading and reading together) of making assisted reading happen in classroom and clinical settings. When informed teachers begin to integrate and apply assisted reading strategies into their reading curriculum, reading outcomes for all students are sure to improve.

***Article 4:*** *“Developing Reading Fluency: What Does the Research Say?” by Stevens.*

In this article, the author discusses the idea that “the development of reading fluency is a critical process as students learn to read and is instrumental for effective reading comprehension. Students who are slow to develop fluency, often exhibit poor reading comprehension as a result”. He [the author] also claims that fluent readers process larger chunks of information in more comprehensible units and develop more automatic decoding processes.

In his article, Stevens presents the research that supports high quantity and high quality practice in oral reading as the most effective technique for developing reading fluency for all students. A variety of instructional methods, including partner reading, repeated reading, and assisted reading, have been shown to produce measurable increases in students' reading fluency.

Its results show that for most students, practice alone through the use of partner reading or repeated reading will in the long term help them develop automaticity and reading fluency. Students of lower reading ability (e.g., reading fewer than 45 words per minute) seem to benefit from having the auditory model found in assisted reading to help promote appropriate phrasing and prosodic reading necessary for reading fluency. Finally, students with particularly low reading ability and those whose reading fluency does not improve may benefit from practice that improves their processing speed and their ability to name letters and numbers very quickly. Students who are falling the furthest behind their peers in reading fluency and comprehension will benefit most from a combination of all three instructional methods: oral reading practice, assisted reading to develop prosody, and speed of processing practice (Stevens, 2006).

***Article 5:*** *“Effects of repeated reading on second-grade transitional readers' fluency and comprehension” by Dowhower.*

The study was designed to investigate the effect of two repeated reading procedures on second grade transitional readers' oral reading performance with practiced unpracticed passages. Seventeen transitional readers were selected on the basis of average better decoding ability but below-average reading rate and were assigned to one of two of repeated reading training, using either a read-along procedure or independent practice. Results showed that transitional readers' rate, accuracy, comprehension, and prosodic reading (reading in meaningful phrases) were significantly improved by repeated reading practice regardless of the training procedure employed. Gains in repeated reading of practiced sages transferred to unpracticed, similar passages; however, practice on a single passage not as effective as practice on a series of passages. Prosodic reading was most facilitated the read-along procedure.

Results of this investigation showed transitional readers' rate, accuracy, comprehension, and prosodic reading (reading in meaningful phrases) with practiced and unpracticed passages were significantly improved by repeated reading regardless of the training procedure employed. In sum, the results are in line with the findings obtained by other researchers who have reported gains in reading rate and word recognition accuracy after repeated reading.

***Article 6:*** *“Reading Fluency Assessment and Instruction: What, Why, and How?” by Hudson, Lane, and Pullen.*

This research has clearly demonstrated the importance of fluency in the development of reading proficiency, and a variety of effective methods for the assessment and instruction that have been developed. For example, the authors describe several effective methods (timed repeated readings, repeated readings with recorded models, readers’ theater, radio readings, and self-recordings) for improving prosody through assisted reading with fluent models. One of them: “an echo reading is a technique in which the teacher reads a phrase or sentence and the student reads the same material just behind him or her. In unison reading, the teacher and student read together, and in assisted cloze reading, the teacher reads the text and stops occasionally for the student to read the next word in the text” (Hudson, R. F., Lane, H. B., & Pullen, P. C., 2005).

***Article 7:*** *“Programming for Generalization of Oral Reading Fluency Using Computer-Assisted Instruction and Changing Fluency Criteria” by Keyes, Cartledge, Gibson & Robinson-Ervin.*

Unlike other articles that discuss only techniques of the assisted or repeated reading, this study examined the effectiveness of a supplemental repeated reading intervention delivered through a computer- assisted instruction (CAI) program on the oral reading fluency (ORF) and comprehension of second graders who were at risk for reading failure. Six students received the Read Naturally Software Edition (RNSE) treatment passages three to four times a week for 7 to 12 weeks. A multiple baseline across participants design with embedded changing criteria tactics revealed ORF increases for all six participants. AIMSweb stories and various classroom reading materials were used to assess students’ outcomes.

The reported results show that five of the six participants increased their ORF on both generalization measures. Comprehension assessments revealed mixed results. The article also discussed possible implications for urban students, as well as, its [study] limitations.

***Article 8:*** *“Assisted Reading with Digital Audio Books for Students with Reading Disabilities” by Esteves and Whitten.*

As the authors state in the article, the goal of this study was to compare the assisted reading (using digital audio books) with the traditional practice of sustained silent reading (SSR) in terms of reading fluency and reading attitude with upper elementary students who had various reading disabilities.

Treatment group participants selected authentic children's literature and engaged in assisted reading with digital audio books four to five times per week over an eight-week implementation period.

The results that were collected over the eight-week implementation period showed that while all students demonstrated growth in reading fluency as calculated by words read correctly per minute, the growth of the treatment group far outweighed that of the control group. There was no significant difference in reading attitude scores. Consequently, this study shows that teachers can promote greater growth in reading fluency when assisted reading with digital audio books is implemented in the place of SSR.

***Article 9:*** *“Reading Instruction for Elementary-Age Students with Emotional and Behavioral Disorders: Academic and Behavioral Outcomes” by Barton-Arwood, Wehby, and Falk.*

It is really interesting to find articles that discuss not only how assisted reading instruction improves reading fluency and comprehension, but also impacts behaviors. This study evaluated the effects of a reading intervention on the reading achievement and social behaviors of 6 third-grade students with emotional/behavioral disorders. Reading instruction occurred 4 days a week using the Horizons Fast Track reading program and Peer-Assisted Learning Strategies.

At the end of the study, its analyses indicated variable improvements in basic reading skills with limited transfer to oral reading fluency. Outcomes for social behaviors indicated that changes in total inappropriate behavior were not directly related to the reading intervention; improved engagement appeared related to intervention but not necessarily reading achievement. Results are discussed in the context of possible reasons for differential responding and implications for practice and future research.

***Article 10:*** *“Fluency and Comprehension Gains as a Result of Repeated Reading a Meta-*

*Analysis” by Therrien.*

In this study, the aim was to help students who have reading deficiencies, although they did not have any mental or physical handicaps, to overcome their reading problems.

Repeated reading is an evidenced-based strategy designed to increase reading fluency and comprehension. The author conducted a meta-analysis to ascertain essential instructional components of repeated reading and the effect of repeated reading on reading fluency and comprehension. This analysis indicates that repeated reading can be used effectively with nondisabled students and students with learning disabilities to increase reading fluency and comprehension on a particular passage and as an intervention to increase overall fluency and comprehension ability. Essential instructional components of repeated reading varied as a function of the type of repeated reading (i.e., whether effectiveness was evaluated reading the same passage or different passages). Implications for future research are also presented.

In addition, it was also observed that methods of the repeated reading, which were applied in the study, had a positive influence on the self-confidence of the students in terms of reading.

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